

# A REVIEW OF TRAINING FOR TEACHERS' PERSONAL GROWTH IN SCHOOLS

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## ABSTRACT

It is based on a two-part research question: "What defines teachers' professional growth in school and how does this development promote school improvement?" This review study comprises 43 publications from both 2016 and 2017. In order for schools to improve, the evaluation found that teachers' learning procedures must be improved. Researchers must undertake formative intervention studies in addition to studying learning processes in schools. The ultimate goal of this research is to inspire and sustain a broad change process guided by practitioners—leaders and teachers throughout the school—who own and own their own work. In light of the findings, additional study is needed to illustrate how outside resource individuals, like researchers, may contribute to school growth in conjunction with teachers and school leaders at work.

Keywords: teacher, professional, development, school

## I. Introduction

Teachers' professional development has long been regarded as a key factor in transforming classroom practise, strengthening schools, and enhancing student learning results. Formal learning environments, such as professional development programmes, teaching research groups, and formal mentorship programmes, are commonplace in the world of professional development. Peer teaching, collaborative planning, and mentorship amongst colleagues are all examples of informal encounters through which teachers might learn. Professional development that is job-based, contextualised, and long-term is the emphasis of this article. Reviewers don't just focus on one-time events like seminars; they instead focus on the dynamic interchange between teachers in the workplace. As a result, this study emphasises schools as a place where teachers' professional growth may take place. Lavy, 2020 asserts that professional learning in context is the only education that has the power to transform classroom practises. "Furthermore, research shows that teachers' professional development is most effective when it is tied directly to their own subject areas. Meanwhile, student success appears to be greater in schools with strong teacher community's Khudoyberdiev, 2020.

## II. Analysis strategy

I tried to zero in on the most significant findings in each study as I read through it. This was done by using selective, open, and axial analytic approaches to categorise and categorise the papers. Using this chosen analytic strategy, the focus of this study was on teachers' professional development in the classroom. O'Reilly, *et al.* 2018 believes that new material may be utilised to fill certain categories in the continuous comparative approach of analysis. During this open analytical process, there were five key categories: (1) leadership for teachers' professional development, (2) outside resource persons and schools partnering to assist teachers' professional

development, (3) teacher cooperation and (four) teaching approaches. When, How, Under What Circumstances, and What Happens Next can also be used to form sub-categories. When question words are used, data extracted from publications can be more accurately explained. Because the focus of this study is on teachers' professional development in the classroom, a specific "when" was determined prior to the start of the research. The topic fields of the professors who produced each article are included in the item's opening summary. When asked, "Under what circumstances" discloses the study's origins. I've developed a new primary category for contextual aspects in academic research because of the increased attention they've received.

This study's presentation of the papers and their conclusions is based on these primary categories. The papers are organised in a way that describes their primary results under sections that relate to those findings. The research' samples, school levels, and geographic locations are all discussed in the papers. There are a large number of studies that are qualitative in nature, resulting in situational knowledge that has to be contextualised. Because of the situational nature of this activity, I offer a quick overview of how it aims to contribute to professional growth.

### **III. Findings on teachers' professional development in school**

#### **Leadership for teachers' professional development**

I devised five categories to help me address the two-fold study issue of what constitutes school-based professional development for teachers and how that contributes to school improvement. Teachers' professional development is the first category of leadership. Studying 1,259 teachers in 41 primary and secondary schools in Willems, Netherlands, researchers identified a correlation between learning-centered leadership and teacher professional development; trust amongst teachers is a crucial mediator in this relationship. According to the findings, it is critical for administrators to cultivate relationships of trust with their staff in order to foster effective classroom settings. A survey of 1011 teachers, 60 principals, and 60 primary schools in Thailand found that trust served as a mediating element between leadership and teacher professional development. 2019; VLASOVA and coauthors.

Studying 10 elementary schools in Hong Kong revealed that leadership was critical to the success of teacher education programmes as well as professional development. When it came to supporting teachers' professional development, the authors of this research defined "leadership for teachers' learning" as "offering abundant opportunity for teachers to grow personally and collectively" and "fostering teacher learning through providing professional support." In Spiteri, et al., these variables were also present. An award-winning elementary school in Shanghai with 300 instructors and 4,500 students was the subject of an in-depth qualitative investigation in 2020. All of the instructors at this school were put into "teacher research groups" (TRGs) where they prepared their lessons together, observed each other's courses, and reflected together afterwards. These groups were guided by expert teachers who met regularly or bi-monthly. Teachers in the TRGs were expected to acquire a habit of gathering and utilising data as part of their day-to-day duties, not as a separate research project. Teachers were also expected to produce and follow up on their observations and reflections in accordance with the leadership's expectations. In order to set an example, the leaders shared their own knowledge while retaining an open mind.

#### **Teacher collaboration**

This part focuses on teacher cooperation in order to answer the study question after discussing the function of outside resource individuals. König, et al. 2020 discovered that classrooms and schools give instructors chances

to learn in a qualitative research with six Australian primary schoolteachers. Researchers found that instructors must be able to converse and so give words to their daily job; in other words, they must collaborate with others during school days in order to learn from their everyday activities. This ambition, however, proves to be a challenge in practise. According to Gudmundsdóttir, et al. 2018, teachers in middle schools in the United States seldom achieved collective interpretations for future work in 77 sessions of teacher teams. Instead, much of the communication was on the logistics, the speed, and the lessons that would be covered. Purposive sampling was used to choose the best possible work groups, yet this conclusion was still accurate.

#### **IV. Methods for teachers' professional development**

We've reached the point in our study when we can focus on the fourth topic: methods for teachers to enhance their own professional advancement. Teachers' professional development in China may be enhanced by the use of the lesson study technique (LS method), as demonstrated by the multiple qualitative studies compiled by Napal Fraile, et al. 2018. Involved are 100 teachers from Ten Chinese Schools. Teachers who teach in LS have to be aware that they may make mistakes based on their results. Emotional satisfaction for educators can also be found in co-teaching sessions. According to the findings of this study, practising courses based on relevant criteria improves their quality more than following theoretical guidelines outlined in textbooks and official documents. A recent research found that LS helped instructors improve their classroom lessons and foster their professional development.

The Learning Support (LS) initiative, in which 22 schools in three regions of England participated for at least two years, was the subject of this qualitative study (Carver-Thomas and colleagues 2019). Carver-Thomas and colleagues (2019). Employee morale was affected by both the quantity and quality of assistance provided by school leaders and teachers. If instructors collaborated with the lead teachers on goals and practises, rather than relying on one-sided expert guidance, they gained increased professional autonomy. Teachers said that the LS method allowed them to generate a professional discourse about their teaching practises while they were reflecting on their own practises.

#### **V. Analyses and discussion**

First, I proceed to analyse and explain the first element of the study question about teachers' professional growth in schools. For the purpose of examining how instructors grow as professionals, the current evaluation looks at the activity system as its analytical unit. I begin my analysis of the data by looking at the relationships among the three components: subject, mediating artefact, and object. Teachers who teach the same topic or at the same grade level are shown in the articles to be the acting subject. As a result of their activities, some studies have referred to the teacher group as a "teacher peer excellence group," a "teacher research group," or a "teaching study group." There were only four studies in which all of the school's instructors participated in professional development. So it appears that there may be a gap between the work done by individual teachers and the overall school activity, an issue that will be discussed later.

Teachers' professional growth is aided by a variety of mediating artefacts. Both ideal (conceptual) and material objects, as well as technological and psychological, can be used to mediate information. Teachers' professional growth can benefit from the use of mediating artefacts like instructional films, textbooks, and procedures and methodologies that guide their activities. To put it another way, the language used in conversations among

educators, among educators and their supervisors, and among practitioners in the school and outside resource persons or teacher leaders can increase learning.

Video was a mediating artefact in three of the studies utilised to increase instructor reflections. Research material was explicitly supplied to instructors in one study, whereas the teachers were given literature relevant to their area of study in the other. Research findings were infrequently incorporated into instructors' collaborative work, according to one paper. Willemse, et al. (2018) demonstrate that standards codified in practical books assisted instructors and fostered practise change more than practical reasoning based on relevant standards. A study by Spiteri, et al. 2020 suggests that instructors aren't use books to enhance their work as often as they should be. With an emphasis on their practise, instructors sought to explore subjects that had a strong relationship to their own teaching, so that they could take ownership of the study findings. Because of their distinct descriptive learning processes, the instructors did not relate the theory to their practise in an LS project that employed dialogic techniques.

Several studies have also examined how instructors' shared reflections are enhanced by the use of language. Teaching is a profession that necessitates the ability to articulate one's actions in words. This approach can be problematic since information is typically tacit, as König, et al. 2020 point out. There is evidence to suggest that cooperation among instructors, including observations and conversations, leads to a deeper level of reflection and an increased willingness to share ideas. This review research reveals that the teachers were able to articulate their thoughts. Collaborative practises can therefore help to make implicit knowledge more apparent, and this information can then be used in reflection and learning.

## **VI. Conclusion**

The findings of this review research show that teachers' learning processes need to be strengthened if they are to lead to changes in the quality of education in schools. This evaluation shows that it's not enough for researchers to merely study how students learn in school. Moreover, they need to perform formative intervention studies, in which the researchers initiate and sustain an expanding change process that is led and owned by practitioners and school leaders, as well as do research on these processes. Teachers and school administrators need more evidence of how outside experts like academics may contribute to the growth of their schools in conjunction with them.

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